

Final Assignment EDUC61632 Intro to Educational Video Production
Educational Video: The Power of the Media

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1. Introduction

After a review of the topics studied in the MA DTCE course, I decided to concentrate on the Digital Media and Information Literacy course EDUC61711 in relation to the production of an educational video. I took a specific area of this course that concentrated on the importance of critical analysis of mass media, as I believe it is of beneficial interest for students and the general public. Whitworth (2016) identified various ways of how mass media shape public opinion and how this could generate changes in people's behaviour within society, and thus, it is vital that people acquire the necessary skills that allow them to recognise media bias and develop the capacity to challenge it.

Based on the information acquired from this course, I generated the title of my video "The Power of the Media", which aims to raise peoples' awareness of the power of mass media in regards to their opinions and social interactions. O'Donoghue (2013) established that every educational video has to address two aims: help students to achieve the desired learning goals and actively engage them in the process of viewing the video. Similarly, Cartwright (1996, p.2) highlighted the importance of pre-production planning in terms of saving time and money for the production process. For educational video production this translates as the importance for educators to carefully plan what they want to produce, in order to avoid any inconvenience. The current paper explores the entirety of the pre-production planning process, which was necessary as guidance for the production of the video, "The Power of the Media". This also provided critical analyse of whether the educational video production framework proposed by O'Donoghue (2013, p.91) is an effective planning tool for educational video production.

2. Framework for educational video pre-production

2.1 Learning needs analysis

Initially, it was necessary to write the video pitch, which was conducted with the help and ideas that were provided in the Digital Media and Information Literacy course EDUC61711 (DMIL). It was there that the theme and learning objectives for the video where clearly

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established. This was possible to achieve through a “needs assessment”, which helped to identify the specific problems and requirements that the video would address in order to justify the need for a video production (Steve, 1996; Koumi, 2006). After the theme for the video was defined as Media literacy, set learning objectives were accorded to it. O’Donoghue (2013, p.74) advised that it is necessary to analyse how the learning needs for video production are establish, and whether teachers have asked their students for consultation or feedback, or whether teachers have decided the learning needs based purely on students’ performances in class.

Therefore, for the video that I have produced, the learning needs were created based on personal judgment from the fact that media literacy is something that each individual should develop. However, I gathered certain students’ feedback on the course (DMIL), in order to establish what was required, and avoid the creation of something with no relevance and importance for the students (Bates, 2015; Koumi, 2006). Additionally, I utilised what Presky (2001) highlighted with “our students have changed radically; today’s students are no longer the people our educational system was designed to teach” (p.1). It can be seen that the author suggested that the new generation of students need learning materials that are interactive and motivating. Thus, when I did the learning needs analysis I also acknowledged the need for a video that provides a space for students to reflect on their own ideas and opinions, rather than just receiving information.

2.2 Content, teaching and learning strategies

After the learning needs have been identified, it is important that the content of what is to be taught is clear and that the educators have a good understanding of the potentials and limitations of the content of their areas (Mishra and Koehler, 2006). O’Donoghue (2013, p.77) identified the learning goals of a video as a way to measure the success of a video; the author also suggested that it is necessary to keep a good balance between the target audience and the learning goals. Thornhill et al. (2002, p.15) provided the three ‘I’s framework (image, interactivity and integration), in order to aid educators to identify the educational focus or purpose for the use of the video, and how the different parts of the educational content can be appropriately presented. Similarly, Schwartz and Hartman (2007, p.347) mentioned the importance of maintaining clear objectives and audience targets, as the authors suggested that

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an effective video allows learners to “learn and also assess if they have learned”. Therefore, the content of the video that I have created was carefully selected according to the major topics in relation to media literacy (Whitworth, 2016). Following this, it was decided to divide the content for the video in three parts: introduction, development and conclusion, as the video would allow time for students with different learning styles to follow at their own pace (Thornhill et al., 2002). Nevertheless, even though the proposed frameworks were used, in reality it is quite difficult to select the appropriate educational content without losing focus of the desired learning goals.

In order to teach the desired content it is important to decide which pedagogic approach is more beneficial to use in achieving the learning objectives. According to O'Donoghue (2013), “the selection of a suitable pedagogic approach to attain the stated learning goals may suggest themselves from the nature of the content, from the specification of the learning goal, from experience, from advice, or from a combination of these” (p.78). Therefore, for my video I decided to use an open-ended based/constructivism approach based on the nature of the content “media literacy”, which could allow students to gain their own knowledge by social interaction and discussion (Bates, 2015; Caspi et al., 2005). Hence, the video adopted a form of documentary approach in order to stimulate the students' critical thinking and self-reflection in relation to the presented content.

2.3 Context of use and visual format

The video “The power of the Media” was created with the intention to be a self-contained programme, which can be viewed without the presence of the teacher, as students can progress purely through the learning content of the educational video (O'Donoghue, 2013). However, the video can be also used in a classroom with the guidance of a teacher. Additionally, three short sequences were decided for use, where each one would cover a specific point of the desired pedagogical content (Cartwright, 1996; Caspi et al., 2005). At this stage I showed great care to keep an adequate balance between the content I wanted to deliver and the form of the video I selected (Telg, 2008). It was decided that a documentary would be used as the visual format/genre of the created video, which could allow a connection between the presenter, the learners and the content, in order to achieve the learning goals.

3. Conclusions

Overall, the educational video production framework proposed by O'Donoghue (2013) is an effective pre-production planning tool that would aid educators who want to produce an educational video in the best possible way. Nevertheless, it is important to understand that frameworks are just guides to achieve specific objectives; I believe that the educational context plays an important role, as this could bring opportunities and challenges in the video pre-production process.

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